

# Relationships Across the Lifespan

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|----------------------------------|---|
| Career Cluster                   | Human Services  |
| Course Code                      | 22204   |
| Prerequisite(s)                  | No  |
| Credit                           | .5  |
| Graduation Requirement           | No  |
| Program of Study and Sequence    | Foundation course – Introduction to Human Services – <b>Relationships Across the Lifespan</b> – additional pathway course – capstone experience |
| Student Organization             | FCCLA   |
| Coordinating Work-Based Learning | Internships, Job Shadows, Service Learning, Mentoring, Workplace Tours, Entrepreneurship  |
| Industry Certifications          | First Aid/CPR, Babysitting Certification (Red Cross), CNA, NCRC, OSHA   |
| Dual Credit or Dual Enrollment   |   |
| Teacher Certification            | FACS  |
| Resources                        | FCCLA Interpersonal Communications STAR Event, Families First FCCLA National Program,   |

## Course Description:

Relationships Across the Lifespan examines the function and dynamics of interpersonal relationships. Through this course, students will analyze healthy relationships with children and adults of all ages in the context of family and workplace. The course will also cover factors related to families across the lifespan.

## Program of Study Application

Relationships Across the Lifespan is a pathway course in the Human Services career cluster, Family and Community Services/Mental Health Services and Early Childhood Development and Services pathways. A student would participate in Introduction to Human Services prior to participation in this course. Relationships Across the Lifespan prepares a student to participate in additional pathway courses in the family and community services/mental health services, or early childhood development and services pathways.

**Course Standards****RAL 1 Analyze functions and dynamics of interpersonal relationships.**

| <i>Webb Level</i>    | <i>Sub-indicator</i>   | <i>Integrated Content</i>   |
|----------------------|--|---|
| Two<br>Skill/Concept | RAL 1.1 Demonstrate communication skills that contribute to positive relationships.                        | Active listening, "I" vs. "You" statements, eye contact, body language.   |
| One<br>Recall        | RAL 1.2 Identify effective conflict prevention and management strategies.                                  |   |
| One<br>Recall        | RAL 1.3 Investigate the diversity of family roles and structures.  | Adoption, Foster Care, Step Families,   |
| One<br>Recall        | RAL 1.4 Recognize the influence that internal and external conditions have on interpersonal relationships. | Example topic areas may include; Empathy for the diversity of human experiences such as death of a child, miscarriage, end of life, hospice, and infertility. Racism, poverty, sexual orientation, etc. |

**Notes**

**RAL 2 Analyze healthy relationships with children.**

| <i>Webb Level</i>        | <i>Sub-indicator</i>   | <i>Integrated Content</i>                                 |
|--------------------------|--|---|
| Three Strategic Thinking | RAL 2.1 Assess conditions that impact relationships with children such as culture, society, and technology.              | Parents, extended family, caregivers, preschool teachers. |
| Three Strategic Thinking | RAL 2.2 Examine roles and responsibilities of families including discipline, parenting styles, and nurturing strategies. | Infant and Toddler Simulators                             |

**Notes**

**RAL 3 Analyze healthy relationships with adults of all ages.**

| <i>Webb Level</i>           | <i>Sub-indicator</i>   | <i>Integrated Content</i>  |
|-----------------------------|--|--|
| One<br>Recall               | RAL 3.1 Discuss the effect of lifestyle choices.                               | Responsible decision making models<br>SMART Goals<br>Maslow's Hierarchy of Needs<br><i>Examples: Priorities, Life-Work Balance, Addictive Behavior, Moral Behaviors</i>  |
| Three<br>Strategic Thinking | RAL 3.2 Contrast healthy and unhealthy relationships.                          | warning signs<br>coping strategies<br>resources available<br>National Coalition Against Domestic Violence:<br><a href="http://www.ncadv.org">www.ncadv.org</a><br><a href="http://www.nomore.org">www.nomore.org</a><br>South Dakota Coalition Against Domestic Violence:<br><a href="http://www.sdcedsv.org">www.sdcedsv.org</a><br><br>Helpline Center: <a href="http://www.helplinecenter.org">www.helplinecenter.org</a> |
| One<br>Recall               | RAL 3.3 Investigate the impact of aging in family and community relationships. | Caring for aging family members<br>Elder care concerns and careers<br>South Dakota Elder Abuse:<br><a href="http://www.sdaho.org">www.sdaho.org</a><br><a href="http://www.aarp.org">www.aarp.org</a><br>Local Senior Centers have available resources   |

**Notes**

Career Cluster: Human Services

Course: Relationships Across the Lifespan

**RAL 4 Evaluate the impact of relationships between family and workplace.**

| <i>Webb Level</i>           | <i>Sub-indicator</i>   | <i>Integrated Content</i>  |
|-----------------------------|--|--|
| Three<br>Strategic Thinking | RAL 4.1 Examine personal and work ethics. <ul style="list-style-type: none"><li>• Technology</li><li>• Character</li><li>• Morals and values</li></ul> | Use of technology in the workplace<br>Character Education        |
| One<br>Recall               | RAL 4.2 Investigate stress management techniques for life and work balance.  | Coping strategies<br>Boundaries<br>Demonstrate through role-play |

**Notes**